

**THE EFFECT OF USING COMIC STRIPS TOWARDS STUDENTS'
ABILITY IN WRITING NARRATIVE PARAGRAPHS OF THE
SECOND YEAR STUDENTS AT JUNIOR HIGH
SCHOOL MUHAMMADIYAH 1
PEKANBARU**



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The thesis entitled “*The Effect of Using Comic Strips towards Students’ Ability in Writing Narrative Paragraphs of the Second Year Students at Junior High School Muhammadiyah 1 Pekanbaru*” written by Yurliana NIM. 10714001395. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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Pekanbaru, February 8th, 2013
The writer

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DEDICATION

*Ayah dan Bunda....(Majid & Nurlis)
Tanpa do'amumu ananda tak dapat melangkah
Tanpa restumu ananda tak dapat berpijak
Tanpa tetes keringatmu ananda tak dapat berfikir
Tanpa keikhlasanmu ananda tak dapat meraih semua ini
Akhirnya... Tiada kata yang dapat ananda ucapkan selain dari
"Sembah sujud kepadamu"
Ayahanda dan Ibunda tercinta...
Seandainya aku boleh memilih
Biarlah aku menjadi bintang yang tinggi di langit
Yang tiada angkuh ketika bertahta
Biarlah aku menjadi sang fajar
Yang gigih berjuang mengusir kelam
Dan rela menyingkir untuk memberi tempat bagi sang surya
Terukir namamu indah di relung hati
Terpahat wajahmu di lubuk jiwa
Dan tatakala semua ini kuraih
Do'a dan kasih sayang serta pengorbananmu
Yang tiada ternilai dengan rupiah
Mempunyai makna yang tiada terhingga
Suami & Buah hati ku Tercinta(Heri Suropto & Keandrie
Erliano)
Kakanda tersayang (Dedi suryadi & Martilisma) terima kasih
atas do'anya
Sejuta rintangan yang kulalui
Untuk meraih suatu kesuksesan dan harapan yang pasti
Semua yang ku jalani penuh dengan ketabahan dan kesabaran
Hanya kepada Allah tempat memohon semua, hingga dapat kuraih semua
harapan
semua ku raih bertanda syukur pada Mu...*

ABSTARCT

YURLIANA(2011):“Pengaruh Penggunaan Komic Strips Terhadap Kemampuan Siswa Menulis Naratif Paragraphs pada Siswa Kelas Dua SMP Muhammadiyah 1 Pekanbaru”.

Penelitian ini adalah kuasi experiment. Ada dua pariable dalam penelitian ini, yaitu: variabel X (pengaruh pengguaan comic strips) sebagai variabel bebas dan variabel Y (kemampuan menulis naratif paragraphs) sebagai pariable terikat. Berdasarkan studi pendahuluan, penulis mendapatkan data bahwa kemampuan menulis siswa kelas dua SMP Muhammadiyah 1 Pekanbaru dalam menulis bahasa inggris tergolong rendah. Penulis tertarik untuk mengatasi masalah ini dan melakukan penelitian dengan menerapkan komic strips. Metode ini dapat digunakan untuk meningkatkan kemampuan siswa dalam menulis Bahasa Inggris

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan menulis siswa degan menggunakan metode comic strips dan untuk mengetahui data apakah ada effect yang signifikan dari penerapan comic strips terhadap kemampuan menulis Bahasa Inggris dan faktor- faktor yang menyebabkan siswa mempunyai self- esteem yang rendah dalam berbicara Bahasa Inggris kelas dua SMP Muhammadiyah 1 Pekanbaru.

Untuk meanalisi score siswa, penulis menggunakan rumus uji tes-t. Setelah data di analisa menggunakan rumus independent sample T-test, dapat diketahui bahwa nilai t adalah 5.18. Nilai tersebut lebih besar nilainya dari t- tabel pada signifikan 5% (2.00) dan signifikan 1% (2.65). dari keterangan tersebut, diketahui bahwa hipotesis null (H_0) ditolak.

ABSTRACT

YURLIANA(2011):“The Effect of Using Comic Strips towards Students’ Ability in Writing Narratips Paragraphs of the Second Year Students at Junior Hing School Muhammadiyah 1 Pekanbaru”.

The research is a quasi experimental research. There are two variable in this research. There are X pariable (the effect of comic strips use) as the independent variable and Y variable (ability in writing narrative paragraphs) as the dependent pariable. Base on the writer preliminary study at the second year students of Muhammadiyah Pekanbaru, writing ability in narrative paragraphs show that students ability is low. The writer has tried to solve this problem by using comic strips. The metode is one of the metode that can be implemented to enhance writing ability in narrative paragraphs.

The objectives of this research are to find out writing ability of students taught by using comic strips, to find out writing abilityof students without taught using comic strips. and to find out whether there is any significant effect of using comic strips towards students ability in writing narrative paragraphs of the second years students at SMP Muhammadiyah 1 Pekanbaru.

To analyze the data the writer ued t- test formula. having analized the data with independent sample t- test , it can be stated that there is are significant effect of using comic strips towards students ability in writing narrative paragraphs at the second year students of junior high school Muhammadiyah 1 Pekanbaru. It is provided by finding t_0 (5.18), which greater that t- table at 5% grade of significant (2.00) and at 1% grade of significant(2.65). Its means that H_0 is rejected while H_a is accepted.

الملخص

YURLIANA (2011). "تأثير استخدام الشرائط المصورة نحو القدرة في الكتابة السردية في الفقرتين طلاب السنة الثانية من المدرسة الإعدادية بيجانبارو 1 المحمدية"

هذا البحث هو البحث شبه التجريبي. هناك نوعان من المتغيرات في هذا البحث. هم X متغير (تأثير استخدام شرائط المصورة) ، والمتغير المستقل والمتغير Y (القدرة في كتابة الفقرات السردية) والمتغير التابع. استنادا إلى دراسة للكاتب أولية في طلاب السنة الثانية من SMP بيجانبارو المحمدية، وكتابة القدرة في الفقرات السردية يظهر أن قدرة الطلاب منخفضة. لقد حاول الكاتب أن حل هذه المشكلة باستخدام تقنية شرائط المصورة. هذه التقنية هي واحدة من هذه التقنية التي يمكن تنفيذها لتعزيز القدرة على الكتابة في فقرات السرد

أهداف هذا البحث لمعرفة قدرة الطلاب كتابة ديلينكوفر باستخدام تقنية شرائط المصورة، لمعرفة قدرة الكتابة من دون تعليم الطلاب باستخدام الشرائط المصورة ، ومعرفة ما إذا كان هناك أي تأثير كبير من الشرائط المصورة في نحو القدرة كتابة الفقرات السردية على الطلاب سنة الثانية من SMP المحمدية بيجانبارو.

لتحليل درجة الطلاب الكاتب يستخدم اختبار t الصيغة.

وبعد تحليل البيانات مع نموذج اختبار T - المستقلة، يمكن أن نرى أن هناك أهمية تأثير استخدام الشرائط المصورة تجاه قدرة في كتابة فقرات السرد في السنة الثانية من طلاب المدارس الاعدادية المحمدية 1 Pekanbaru. تقديمها من قبل الحقائق إلى (18.5) ، الذي هو أكبر من الجدول في الصف ر 5 % من الدلالة (2.00) وعلى درجة من الأهمية 1 % (2.65). وهو ما يعني أن يتم رفض H_0 بينما قبلت H_a (١).

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is very important to be taught and learned. Writing skill is a basic necessity in an academy. Writing is important as other language skill (speaking, listening, and reading). For some students, writing is more difficult than other skills. In writing Students need to master all language skills, such as vocabulary, grammar, and the knowledge of how to construct good sentences, paragraphs, or essay. One of the most exciting aspects of writing is that the writers have a lot of opportunity in exploring their ideas. Syafii's stated that¹ it clearly does not mean that writing is the most difficult skill to be mastered by language learners. It means that the students will be able in writing if they study gradually and seriously. Writing is one of the ways to express our ideas. By writing, students can explore and developed our thinking. in writing, students do not only need to master the components of writing, but also to master grammars.

Based on school based curriculum (KTSP) the goal of learning proces is to develop the skill of communication. In developing the skill of communication in writing, the four skills in English are integrated not isolated.

¹M. Syafii S, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*: Lembaga Bimbingan Belajar Syaf Intensive, Pekanbaru, 2007, p.98

Based on the syllabus of the second year students of SMP1 Muhammadiyah Pekanbaru, (standar competences)² the students should be able to express their ideas in writing narrative paragraphs. In learning process, the students must able to write narrative paragraph suitable with the indicator it self, such as using simple past tense, and how to put the generic structure.

The minimum criteria of achievement (KKM) English subject at SMP 1 Muhammadiyah Pekanbaru is 60. In other words, the result of the students writing did not achieve the minimum criteria of achievement of English subject at SMP 1 Muhammadiyah Pekanbaru

Based on the writer is observation The teaching process at SMP 1 Muhammadiyah Pekanbaru is Teacher centered in which teacher explains the subject and students listen to the subject. That the process learning at SMP 1 Muhammadiyah had not achieved the minimum criteria of achievement of English subject. In this research, the writer is interested in using visual media (image or metaphor) kind of visual like, instrument, graphic, comic, photographic, to make visual and verbal information.

In this research, the writer discusses about narrative paragraph. Narrative writing is characterized by its quality of telling the events in a story in order that they occurred³. That is their chronological sequences. Narration is the telling or relating of occurrences or a series of event. It requests us to tell what happened.

² Tim Penyusun, *Silabus MTS 1 Muhammadiyah 2009/2010*, Unpublished, Pekanbaru, 2009, p.15

³ M. Syafi's, M. Fauzan Ansyari and Jondri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting: Lembaga Bimbingan Belajar Syaf Intensive*, Pekanbaru, 2007, p.53

It is a method used in personal letters. It is also found in diaries journal, newspaper, biographies, and autobiographies

The writer use comic strips because most people, especially students like to read comic. Comic is more interesting than other reading materials as well as it can be enjoyable for the readers. Comic could be used to engage different people in different ways. In this research, comic strips will help students to decide the topic of their narrative paragraphs. They can explore their idea based on the comic strips given.

Based on the preliminary research by interviewing one of English teachers in the school the writer finds out that some of students are difficult to identify the language use to be written in form of narrative paragraph well. The other problem is that some of students are not able to identify the orientation of narrative paragraphs. Besides, most of the students have problem with their vocabulary. The weaknesses of the students can be seen in the following symptoms.

1. Some of students are not able to identify the language use in writing narrative paragraphs.
2. Some of students are not able to identify the orientation of narrative paragraphs.
3. Some of students are not able to choose vocabulary in writing paragraph.

Based on the phenomena, The writer is interested in conducting a research entitled The effect of using comic strips towards students' ability in writing narrative paragraphs of the second year students at junior hing school Muhammadiyah 1 Pekanbaru

B. The Definition of the Term

1. Comic strips : a series of drawings that tell a story and are often printed in newspaper⁴
2. Hungey stated Writing is one of language skill in English, it categorized as productive skill. Writing is essential for communication because through writing we express our feeling, our hopes, or dreams, and as well as our fears and frustration.⁵
3. Narrative: Narration or story telling is writing about a succession of events ⁶ in this research , it means the students write narrative paragraphs by using comic strips
4. Experiment: Test done carefully to find out what happen⁷
5. Swennel stated ability is sufficient power or being able. Here, ability refers to the students' knowledge in developing the topic of composition.⁸
6. Writing ability: the ability of a person to express his or her ideas, feelings or something to others by using written language. Meaning that a person's

⁴ Hornbys, *Oxford Advanred Learner's Dictionary of Current English: Oxford University Press*, London, 2000, p.80

⁵B. Jane Hugay, R. Deana and V Faye Hartfiel, *Teaching ESL Composition: Principle and Techniques*, House Publisher, Inc., New Bury, 1983, p. 33

⁶ A.James, *Writing a College Handbook* America, 1986, p.86

⁷ Hornby, *Op.Cit.*, p. 150

⁸Swennel, Julia, *The Title Oxford Dictionary*: Oxford University Press, London, 1986, p.1

capability in expressing his or her ideas, feelings, or something to other by writing.

C. The Problem

1. The Identification of the Problem

- a. What are the factors that influence some of students not able to identify the language use in writing narrative paragraphs?
- b. What are the factors that influence some of students not able to identify the orientation of narrative paragraphs?
- c. What are the factors that influence some of students not able to choose vocabulary in writing narrative paragraphs?

2. Limitation of the Problem

Based on the identification of the problems, it was found that there are so many problems. So, the writer limits the problems on metode used by the teacher which do not optimize the students writing narative paragraphs. Therefore, the writer tried a new metode. Which can help the students to increase their ability in writing narrative paragraphs at the second year students of SMP 1 Muhammadiyah Pekanbaru

3. The Formulation of the Problem

Is there a significant effect of using comic strips towards students' ability in writing narrative paragraphs at the second year of SMP 1 Muhamadiyah Pekanbaru?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out writing ability of students taught by using comic strips?
- b. To find out writing ability of students taught without using comic strips?
- c. To find out the significant effect of using comic strips towards students ability in writing narrative paragraphs at the second year students of SMP 1 muhammadiyah Pekanbaru?

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. To give information to the teachers, and the institutions about the effect of using comic strips towards students ability in writing narrative paragraph
- b. To give some contributions to the students in order to improve their ability in writing narrative paragraph
- c. To enhance the writers knowledge about teaching writing by using comic strips.

CHAPTER 11

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired¹. Based on definition above, we know that writing is an important thing in English, because writing is more complicated than other language skills.

In developing writing skill, the students or the learners cannot become the good writer in a short time, they need more training and some steps that will deliver them to be a good writer. Regarding with this case, Waltres (in Sari) stated that learning to write is a step by step process². From his opinion, we know that to be a professional writer, we need step by step because it is a process. Furthermore, he also states that at least, there are three major steps that should be taken by students who have a great concern in writing. The first is to learn the basic sentence pattern, the second is to learn how to amplify them in the real phrases correctly and the third is to develop the sentence patterns into cohesive paragraph development³.

There are some characteristics of good writing. The whole of choosing characteristics will make a writer become a good writer.

¹ Nunan David, *Language Teaching Methodology*, Prentice Hall, New York, 1991, p.91

² Ratna Sari, *The Students' Efforts in Developing Their Writing Skill at the Third Year Students of State Senior High School*, SMAN 1, Unpublished Paper, Rambah, Rokan Hulu, UIN Suska, 2006, p.2

³ *Ibid.*, p. 2

In general, we have to know the components of writing: there are five components in writing⁴:

a. Content

It means that the ability to think creatively and develop thoughts, excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. An narrative is coherent if its paragraphs are woven together of flow into each other. An narrative, which lacks of unity or orderly movement will not be coherent, since readers can not move easily from one paragraph has no clear relation to the first.

c. Vocabulary

In writing narrative paragraph, there should be sophisticated range, effective word idiom, word choice and usage.

d. Language use

Grammer of language is description of speaking and writing habits of the people who use it. In composing paragraphs or text, the knowledge of grammer is very important. Without the writers will not be able to use it. Therefore, the readers may not catch the point of writer's message.

⁴B. Jane Hugay, R. Deana and V Faye Hartfiel, *Teaching ESL Composition: Principle and Techniques*, House Published, Inc., New Bury, 1983, p.4

e. Mechanics

In writing, the writers need mechanics: there are the mastery convention, good spelling, punctuation, capitalization, and paragraphing and also handwriting. The ability to give ideas in writing is not easy, especially for the students. They should have a good feeling which is interesting. Therefore, it is necessary for them to guide, and control their ideas which can be applied in teaching writing.

2. The Aspect of Writing

Syafi'i stated that in the process of teaching and learning EFL/ESL, writing is one of the four language skills. Thus, it is necessary to observe the students' writing performance since it is one of the communicative and productive language skills. Writing proficiency is categorized into the last of four language skills by linguistic.⁵

Syafi'i stated writing as the last of the four language skills-of listening, speaking, reading, and writing. Through it seems more complete than that of other because there are many things to be deliberated, however, it does not mean that writing is the most difficult skill to be acquired by language learners. One thing that must be jotted down is that writing proficiency or composing skill is not merely the activity of writing down some words or sentence into the written language but also must be performance of writing.⁶

⁵M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Lembaga Bimbingan Belajar Syaf Intensive, Pekanbaru, 2007, p.1

⁶ *Ibid.*, p.163

Furthermore, Bruder stated that very least, there should be three major aspects of writing that should be accurately deliberated by a writer in his/her writing or composition, such as:

- a. Correct language form,
- b. Mechanics of punctuation,
- c. Organization of content.⁷

Furthermore, they also stated that on the beginning level, the attentions have to be directed on the correct language form of sentences and their punctuation, but students' should be taught rudimentarily the principles of organizing of composition. On the intermediate and advanced levels, on the other hand, the attention should be directed on the organization and development of ideas, but in this stage, the students still need to word on sentence level of language skill.

3. Writing Ability

Writing is one of the four language skill, which is very important to be mastered. Other wise, it is also a means of reinforcing other language skill. Because, writers gather information by reading, observing, talking with others, synthesizing and evaluating data. According to hughey⁸ since writing becomes a means to learn, to discover, to develop, to refine, the ability to write is crucial. Because writing differs significantly from speech, students can not just "write as

⁷Pulson, Kristina Bratt and Mary Newton Bruder, *Teaching English as a Second Language: Techniques and Procedures*, Wintrop Publishers, Inc., Cambridge, 1976, p.203

⁸ B.Jane, et.al., *Teaching ESL Composition: Principle and Techniques*. Rowly, Massachussetts: New Bury House Publisher, Inc., New York, 1983 p.13

the speak. They should understand that writing requires more complex levels of physical and mental activity.

According to Hornby⁹, ability is capacity or power to do something physically or mentally. In relation to the students' writing ability it means that the students' success in reaching particular goal, status or standard in writing, so ability can be defined as the capacity that is gained by someone after learning the materials of a subject matter within a certain period of time.

In addition, Graves, in Aminah¹⁰. Stated that we use writing as a vehicle to learn about something or understand it. When students take this stance, they are using written language to help them wrestle with information, ideas, feeling, and institutions, writing is a productive skill to express the ideas and feelings by using written languages. Writing skill can develop rapidly when students concern and interest are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants in a community of writer.

There are some factors that influence writing ability. One of them is lack of practice. This is a dominant factor that can obstruct writing ability. If the students are lack of practice, they will not be able to write English well although they have mastered the grammar. Besides, lack of self-confidence can also obstruct writing ability.

⁹ Hornbys, *Oxford Advanced Learner's Dictionary of Current English*: Oxford University London, 2000, p.1

¹⁰ Aminah, Siti, *A Correlation Study between Students' Vocabulary Mastery and Their Writing Ability*. UIN Suska Riau, 2005, p.21

4. The Factors Influencing Students' Writing Ability

There are some factors that influence writing ability. One of them is lack of practice. This is a dominant factor that can obstruct writing ability. If the students are lack of practice their writing, they will not be able to write English well although they have mastered the grammar. Besides, lack of self-confidence can also obstruct writing ability. The influential factors of students writing narrative paragraphs and their writing ability may not be separated from the influential factors of learning. Sukarni and Muspita stated the influential factors in learning are as follows:

- a. Internal factors : These factors come from the students themselves, in which it consists of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.
- b. External factors: These factors consist of social environment such as family, teachers, staffs, societies, and friends and non-environment such as house, school, equipment, and atmosphere.¹¹

Comic strips in writing ability carried out well, through designed relationship between image choice and captions created by the author. Dialogue is presented in bubbles within the ongoing writing ability in visual narrative. By combining these elements in different ways, reader make sense of the story being presented. The narrative presented within comic strips are layered or textured and in constructing meaning as intended by the author must be accessed on multiple level.

¹¹Sukarni, Muspita, *Bimbingan dan Psikologi Belajar*, Pekanbaru: Pencetak Firma Hadi, Bandung, 1992, p.27

Comic strips are authentic, and using authentic material is very important in language teaching and learning, among which is the fact that is students comprehend a genuine text successfully, that can motivate them and build their confidence. However, it should be noted that the difficulty of the language presented to the class should be matched with the level of the students, otherwise the use of authentic material will only frustrate them. Consequently, comic strips can be used not only for reading exercises but also for improving the other three skills, like writing, speaking and structure¹².

5. Comic Strips

Media play important roles in teaching and learning process. The media used in teaching learning process can facilitate the teacher's especially in teaching English, to increase the students' writing mastery in English subject. Actually, there are some media used in teaching and learning process like comic, cartoon, poster, graph, diagram, and schema. The writer focuses on comic. According to Ahmad Rohani, comic is a form of reading where students read it without persuasion¹³. Through guidance from comic teacher can serve as a bridge to foster interest in reading. Furthermore, a comic strip is a sequence of drawings

¹² *Ibid*, p. 25

¹³ .Ahmad Rohani, *Media Intruksional Edukatif*, Rineka Cipta, Jakarta, 1997, p.78

arranged in interrelated panels to display a brief humour or form of a narrative, often serialized, with text in balloons and captions¹⁴.

The comic strips developed in America at the end of the nineteenth century, originally created as a tool to draw customers to the Sunday edition of the local newspaper and becoming an icon of American culture. The first newspaper comic strips appeared in America in the early of the 20th century. The yellow kid is usually credited as the first newspaper comic strip. Not very long before the yellow kid made his first appearance, William Randolph Hearst's American journal "The American Journal" featured a large panel called the "little bears" drawn by the 25 years old James Swinnerton, throughout the childhood of the comics. The main ingredient was humor. Each daily or Sunday installment was a singular episode and no reference was ever made to yesterday's strips.¹⁵

a. There are two kinds of comic strips

1) Daily strips

A daily strip appears in newspaper Monday through Saturday, as contrasted with Sunday strip. Daily strips are usually in black and white, though a few newspapers, beginning in the latter part of the 20th century, published them in color.

¹⁴ Winsor McCay's Little Nemo, *A Comic Strip is a Sequence of Drawings Arranged in Related Panels*, Retrieved on February 5, 2011, http://en.wikipedia.org/wiki/Comic_strip, America, 1905, p.1

¹⁶ Richard Outcault, *The History of Comics*, Retrieved on January 20, 2011, Graffix Multimedia, <http://www.comicart.com/history1.html>, America, 1992, p.1

The major formats are strips. strips are usually but not always, are broken up to into everal smaller panels, which is continuity from panel to panel. Panels usually but not always, are not broken up and luck continuity.

2) Sunday trips

Sunday newspaper traditionally included a special color section. When Sunday strips began to appear in more than one formats, it became necessary for the cartoonist to allow for rearranged , cropped or dropped panels. During the world war II, because of paper shortages, the size of Sunday strips began to shrink. After the war, strips continued to get smaller and smalle, to save the expense of printing so many color pages.

Nowadays, daily comic strips are still very populer and they keep appearing on the newspaper edition. Daily comic strips are a great way to take a deep breath after reading the news about our world. They are a good escape and laugh while reading the newspaper and having a cup of coffe, reading about fantasy, adventures and humor experiences of the comic character can make our day a little bit happier¹⁶

b. How to use comic strips

Comic strips are authentic, and using authentic material very important in language teching and learning. It has several advantages, among which is the fact

¹⁶Helena, *Daily Strips*, Retrieved on January20,2011, [Http://Inventors. About. Com/Odestartinventions/A/Comics. Html](http://inventors.about.com/Odestartinventions/A/Comics.Html), America, 1992 , p.1

that if students comprehend a genuine paragraph successfully, that can motivate them and build their confidence.

According to Noemi Csabay¹⁷ there are some activities that can be done in teaching English by using comic strips

- 1) The teacher cuts apart the individual panels of a comic strip and puts them in an envelope. The students (either individually or in groups) then are asked to arrange the pieces into the proper sequence to tell the story, either in written form or as a speaking exercise. For more advanced learners, the task can be made more difficult by giving a different panel to each student in a group and asking students to describe to the rest of the group what is on their panels. The students should not show their pictures to each other until they have figured out the correct order for the panels.
- 2) In a variation of the first exercise, the teacher removes the speech or thought bubbles of the comic strips, hands out copies of both the comic strip and the text of the bubbles to the students. The students' task is to figure out the proper order of the speech or thoughts.
- 3) The teacher hands out a comic strip from which the last panel is cut out. Students are asked to continue the story and come up with an ending. Similar to the first activity, this can be writing or speaking

¹⁷Neomy Csabay, *Op. Cit.*, p. 25

exercise and can be organized as either an individual or a group activity.

- 4) Another interesting (and slightly more complex) exercise is to organise students into groups and give them a written story with missing information. First the groups should discuss what might be missing from the text. Then the teacher gives them a comic strip version of the text. They must fill in the blanks in the written story by describing what they see in the pictures. After that, they are asked to think of speech and/or thought bubbles for the comic strip. Naturally, as a follow-up activity, they can act it out and continue the story as a role-play
- 5) In the end of the class the teacher can ask students to write a story in narrative form. The students can write the story based on the comic strips.

c. Using Comic Strips in Writing Narrative Paragraph

Narrative writing tells a story. In paragraphs, the narrative writing can be considered as reflection or an exploration of the authors' values poured into a story. The author may remember his or her past or memorable person or event in writing. As one of the modes of expository writing, the narrative offers writer a chance to think and to write about themselves, to explain how their experiences lead some important realization or condition about lives or about the world. In general, everyone has memories of time that is meaningful teaching us a lesson

about ourselves or others. We have also the chance to write those experiences as the supporting evidence to substantiate our new understanding.

According to David¹⁸, a narrative paragraph or work tells story, either factual or fictional, and comes in a variety of form, including in essay, the short story, the diary and journalistic and historical writing. Furthermore Sudarwati stated that¹⁹, a narrative is a story containing the setting, the character, problems, and solution. The middle of narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitement as the story progresses

The plot contains:

- a. Introducing the characters of the story, the time and place the story happened. Who/ what, when, and where. (Orientation)
- b. An initiating event, the event that starts the main character on a series of events to solve the problem. (Complication)
- c. A series of events in which the main character attempts to solve the problem is solved. (Resolution).

Based on the explanation above, in making narrative paragraph there are several skills that be mastered by students one of them is by mastering word classes. By mastering them, students will get knowledge to improve their skills in making narrative paragraph correctly. Therefore, mastering word classes is

¹⁸ A. McMurrey and David, *Writing Fundamentals*, New York, 1983, p.256

¹⁹ Sudarwati Grace and Audia, *Look Ahead an English Course for Senior High School Student*, Erlangga, Jakarta, 2006, p.164

necessary to writing narrative paragraphs. It is relevant with syafi'i, is idea though less common that narratives focus on a sequence of time, some narratives on emotion of a person. A narrative is typically written in the first person (did, his or that), but don't go overbroad. Not every sentence-or event every other sentence- should include.

B. The Relevant Research.

It is necessary to observe some previous research conducted by other research in which they are relevant to our research.²⁰ besides we have to analyze what point that was focused on, the informed design, finding and conclusion of the previous research:

The first relevant research is a research conducted by Syarifah Aini, the contribution of grammar and vocabulary mastery toward writing ability. She found that grammar and vocabulary mastery are very important in writing. They have strong tendency in written language. They also include the components grammar and vocabulary, they can make a good writing. In this research consideration $t_o = 12.000$ is higher than T-table either in significant 5% = 2.01 or in significant 1% = 2.68. It means that H_a is accepted and H_o is rejected.²¹

The other relevant research also conducted by Yuli Myra Zona. She focuses on the correlation between reading frequency and writing performance. She says that reading and writing are subjects in English. To increase writing

²⁰ M. Syafi'i, M. Fauzan Ansyari and Jondri Kasdi, *The Effective Paragraph Developments: The Process Of Writing For Classroom Settings*, Lembaga Bimbingan Belajar Syaf Intensyive, Pekanbaru, 2007, p.172

²¹ Aini Sariah, *The Contribution on Grammar and Vocabulary Mastery toward Writing Ability of SMA 5 Lubuk Lingau*, STKIP PGRI Lubuk Lingau, 2005, p. 22

ability, we should read much. Reading is a basic skill to stimulate and accumulate as much as knowledge as possible. By reading, we can get information, meaning, ideas, news and the way of thinking. In this research consideration $t_o = 11.000$ is higher than T-table either in significant 5% = 2.01 or in significant 1% = 2.68. It means that H_a is accepted and H_o is rejected.²²

C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is experimental research, this research focus is on gaining the effect of using comic strips towards students ability in writing narrative paragraphs.

1. The indicators of use of comic strips are as follow:
 - a. The teacher assign students to work in small groups(preferably there person in a group)
 - b. The teacher asks them to draw the first and final panel to the comic strip, write and then type their stories, and then turn in the product to teacher.
 - c. The teacher exchanges papers in their groups, the students read each other's ideas, and then vote on the best conclusion to the story.
 - d. In the end of the class the teacher can ask students to write a story in narrative form. The students can write the story based on the comic strips.

²² Yuly Mira Zona, *Correlation Between Reading Frequency and Writing Performance To Increase Writing Ability of the Eleven Grade Students of SMPN 5, UIN Suska Riau, Rohul*, 2009, p. 26

2. The indicators of students writing narrative paragraphs are as follows:
 - a. The students are able to make narrative paragraphs that contains content, organization, vocabulary, language use and mechanics.
 - b. The students are able to make narrative paragraphs that contains orientation, complication, resolution.

D. The Assumption and the Hypothesis

1. The Assumption

The better of using comic strips is applied in teaching or learning narrative text, the better students ability in writing narrative paragraphs will be.

2. The Hypothesis

- a. H_a : there is a significant effect of using comic strips toward ability in writing narrative paragraph at the second year students of SMP 1 Muhammadiyah Pekanbaru.
- b. H_o : There is no significant effect of using comic strips toward ability in writing narrative paragraph at the second year students of SMP 1 Muhammadiyah Pekanbaru.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The research is quasi experimental research. According to sugiyono there are two type of design (1) time series design (2) nonequivalence control group design¹. The writer use the second design is nonequivalence control group design. In this design used for the study group can not be selected at random, before being treated, the group was given pretest to four times, in order to determine the stability and clarity given the circumstances prior to the treatment. if the results turn out pretest four times the value of different mean values labile groups, erratic and inconsistent. Once the stability of the state can be known, then given a new treatment.

The design consist two group, control group and experimental group. For experimental group, the students were treated with the particular teaching on what problems of research the writer has. Meanwhile, control group was only given a pre – test and post – test without particular treatment as given to the experimental group. Both of experimental and control groups were treated in the same test. It has two variables, a comic strip was as independent variable, and writing narrative parragraphs was as dependent variable.

¹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Rineka Cipta CV. Alfabeta, Bandung, 1974, p.302

TABLE 111.1**The Design of the Research can be Drawn as Follow:**

GROUP	PRE-TEST	TREATMENT	POST TEST
E	T1	√	T2
C	T1	X	T2

Where:

E : Experimental group

C : Control group

T1 : Pre – test for experimental group and control group

√ : Receiving particular treatment

X : Without particular treatment

T2 : Post – test for experimental group and control group

B. The Location and the Time of the Research

The research was conducted at the second year students of SMP 1 Muhammadiyah Pekanbaru. In this method was from April to June 2011.

C. The Subject and the Object of the Research

Subject of the research was the second year students of SMP 1 Muhammadiyah Pekanbaru. The object of the research was the effect of using comic strips towards students ability in writing narrative paragraphs

D. The Population and the Sample of the Research

The population of this research was all the second year students of SPM Muhammadiyah 1 Pekanbaru. They consistd of five classes: of VIII A (38 students), VIIIB (39 students), VIIIC (37 students), VIIID (37 students), VIIIE (40 students). Based on the data above, all of populations were 191 students. Because took in this research, the writer used Quasi-experimental research, the writer took two classes only. They were VIIIB class consist of 39 students as the controll group, and VIIIC class consist of 37 students as the Experimental group. So, the total sample was 76 students.

Tabel III.2

**Total Population at the Second Year
Students of SMP Muhammadiyah Pekanbaru**

No	Classes	Population		Total
		Female	Male	
1	VIIIA	21	27	38
2	VIIIB	19	25	39
3	VIIIC	13	24	37
4	VIIID	17	20	37
5	VIIIE	20	20	40
Total Population				191

Table III.3
Total Sample at the Second Year
Students of SMP Muhammadiyah 1 Pekanbaru

No	Classes	Sample		Total
		Female	Male	
1	VIIIB	19	25	39
2	VIIIC	13	24	37
Total Sample				76

. E. The Technique of the Data Collecting

Test

a. Pre-test and post- test

Pre- test was the test that was done at the beginning of active research. It was done in order to know the students' achievement before getting some treatments from the teacher. The writer conducted a test to find the writing ability of the students.

Post – test was the test that was done after the students get some treat

b. Treatments

The students were given the treatment four times by using comic strips. three lesson plans. for experimental group the students were ask language use in form narrative paragraphs,

The writer did the treatment in order to help and motivate students' in writing by using comic strips.

The students' ability in writing narrative paragraph can be measured by using ESL Composition Profile².

Tabel III.4

Aspects	Range	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: Knowledgeable *substantive * thorough development of thesis *relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: Some Knowledgeable of subject *adequate range * limited development of thesis *mostly relevant to topic *but lack detail
	21 – 17	FAIR TO POOR: limited knowledge of subject *little substance *inadequate development of topic
	16 – 13	VERY POOR: does not show the knowledge of subject *non – substantive *not pertinent *OR not enough to evaluate
Organization	20 – 18	EXCELLENT TO VERY GOOD: *fluent expression *ideas clearly stated/ supported *well

² M. Syafi's, M. Fauzan Ansyari and Jondri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, LBSI, Pekanbaru, 2007, p.139

		organized *logical sequencing *cohesive
	17 – 14	VERY GOOD TO AVERAGE: Some what choopy * loosely organized but main ideas stand out *limited support *logical but inclompete sequencing
	13 – 10	FAIR TO POOR: non fluent *ideas confused or disconnected *lacks logical sequencing and development
	9 – 7	VERY POOR: does not communicate *no organisation*or not enoug to evaluate
Vocabulary	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range *efective word/ idiom choice and usage *word form mastery *appropriate register
	17 – 14	GOOD TO AVERAGE: adequate range *occasional errors of word / idiom form, usage <i>but meaning not obscured</i>
	13 – 10	FAIR TO POOR: limited range *frequent errors of word /idiom form, choice, usage* <i>meaning confused or obscured</i>
	9 – 7	VERY POOR: essentiallly translation *little knowledge of English vocabulary,idiom,word form *OR not enough to evaluate

Language use	20 – 18	EXCELLENT TO VERY GOOD: effective complex construction * few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	17 – 14	VERY GOOD TO AVERAGE: effective but simple constructions* minor problems in complex construction * several errors of agreement, tense,number, word order/ function, articles,pronouns,preposition but meaning never obscured
Mechanics	13 – 10	FAIR TO POOR: major problem in simple / complex constructions * frequent errors of negation,agreement, tense, number, word order/functions, articles,pronouns, prepositions and or fragments, deletions * <i>meaning confused or obscured</i>
	9 – 7	VERY POOR: virtually no mastery of sentence construction rules* dominated by errors *does not communicate*OR not enough to evaluate
	10	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions *few errors of spelling, punctuation ,capitalization, paragraphing
	7	VERY GOOD TO AVERAGE : occasional errors of spelling punctuation ,capitalization, paragraphing, <i>but meaning not obscure</i>

	4	D.FAIR TO POOR: frequent errors of spelling punctuation ,capitalization, paragraphing* poor handwriting* <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions *dominated by errors of spelling punctuation ,capitalization, paragraphing* poor handwriting *handwriting illegible*OR not enough to evaluate

F. The Technique of Data Analysis

In analyzing the data, the writer used scores of the experimental group. The were scores will analyzed by using statistical analisys. The different mean was analzed by using T- test formula³

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t_o = The value of t –obtained

Mx = Mean score of experimental sample

My = Mean score of control class

SDx = Standard deviation of experimental group

SDy = Standard deviation of control group

³ Hartono, *Statistik untuk Penelitian*, Pustaka Pelajar, Yokyakarta, 2008, p.193

The t – table was employed to see whether there was a significant difference between the mean score of both experimental and control group. The t - obtained value was consulted with the value of t - table at the degree of freedom $(df) = (N_1+N_2)-2$ statistical hypothesis:

H_a : $t^o > t - \text{table}$

H_o : $t^o < t - \text{table}$

H_a is accepted if $t^o > t - \text{table}$ or there is effect of using comic strips towards students ability in writing narrative paragraph.

H_o is accepted if $t^o < t - \text{table}$ or there is no effect of using comic strips towards students ability in writing narrative paragraph.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the scores of the students' post- test. The writer gave pre- test before combining with the scores after treatments. The data were obtained by giving the post- test to the experiment and control groups. The writing test consisted of one topic and writing result was based on five components: content, organization, vocabulary, language use, mechanics. Each component had its score.

The total score of post- test for both groups was significantly different. The total score of experimental groups was 2437 while the highest score was 85 and the lowest score was 45 the total score for control group was 2203 while the highest score was 70 and the lowest score was 43

B. The Data Presentation

The data of this research were the scores of the students' post- test. The data were collected through the following procedures:

1. Both classes (experiment and control classes) were asked to catch idea to be written in form of narrative paragraphs
2. The written was written in the plain of the paper. Then it was collect to evaluate the appropriate content, vocabulary, language use, organization and mechanics.

Then the score of both of the tests was classified in this table below:

Table IV.1
The Classification of Students Score

THE SCORE LEVEL	CATEGORY
80 – 100	Verry good
66 – 79	Good
56 – 65	Enought
40 – 55	Less
30 – 39	Fail

a. Data Presentation of Taught by using Comic Strips (Variable X)

TABLE IV.2

**1) The Racapitulation of Pre-test of Experimental Group at the
Second Year Students of SMP 1 Muhammadiyah Pekanbaru**

No	Students	Score		Final score	Category
		Rater 1	Rater 2		
1	Students 1	41	47	44	Less
2	Students 2	49	51	50	Less
3	Students 3	37	39	38	Fail
4	Students 4	44	45	44	Less
5	Students 5	44	45	44	Less
6	Students 6	40	47	43	Less
7	Students 7	44	45	44	Less
8	Students 8	36	38	37	Fail
9	Students 9	55	52	53	Less
10	Students 10	55	60	57	Enough
11	Students 11	51	51	51	Less
12	Students 12	58	56	57	Enough
13	Students 13	45	51	48	Less
14	Students 14	45	47	46	Less
15	Students 15	49	56	52	Less
16	Students 16	53	52	52	Lesss
17	Students 17	55	49	52	Lesss
18	Students 18	34	37	35	Fail
19	Students 19	55	57	56	Enough
20	Students 20	48	54	51	Less
21	Students 21	51	54	52	Less
22	Students 22	55	52	53	Less
23	Students 23	59	56	57	Enough
24	Students 24	51	47	49	Less
25	Students 25	53	60	56	Enough
26	Students 26	62	51	56	Enough
27	Students 27	51	49	50	Less
28	Students 28	50	47	48	Less
29	Students 29	47	52	49	Less
30	Students 30	55	47	51	Less
31	Students 31	45	53	49	Less
32	Students 32	35	47	41	Less
33	Students 33	50	48	49	Less
34	Students 34	45	47	46	Less
35	Students 35	43	40	41	Less
36	Students 36	45	51	48	Less
37	Students 37	38	47	42	Less
	Total			1791	

TABLE IV.3

**2) The Recapitulation of Post-test of Experimental Group at the
Second Year Students of SMP 1 Muhammadiyah Pekanbaru**

No	Students	Score		Final score	Category
		Rater 1	Rater 2		
1	Students 1	78	80	79	Good
2	Students 2	79	79	79	Good
3	Students 3	57	53	54	Enough
4	Students 4	74	68	72	Good
5	Students 5	82	76	80	Good
6	Students 6	65	60	63	Enough
7	Students 7	62	67	65	Enough
8	Students 8	66	54	63	Enough
9	Students 9	73	71	72	Good
10	Students 10	72	67	70	Good
11	Students 11	63	67	65	Enough
12	Students 12	78	77	78	Good
13	Students 13	60	65	63	Enough
14	Students 14	66	57	64	Less
15	Students 15	45	49	47	Enough
16	Students 16	67	60	64	Enough
17	Students 17	71	69	70	Good
18	Students 18	71	66	69	Enough
19	Students 19	56	51	54	Less
20	Students 20	63	59	53	Enough
21	Students 21	77	69	75	Good
22	Students 22	86	82	84	Good
23	Students 23	55	50	52	Less
24	Students 24	68	65	67	Enough
25	Students 25	75	71	73	Good
26	Students 26	45	44	45	Enough
27	Students 27	86	82	84	Good
28	Students 28	75	70	70	Good
29	Students 29	67	72	69	Good
30	Students 30	65	60	63	Less
31	Students 31	62	64	63	Enough
32	Students 32	54	55	61	Less
33	Students 33	64	69	61	Enough
34	Students 34	56	50	53	Less
35	Students 35	83	76	80	Good
36	Students 36	59	57	52	Enough
37	Students 37	60	59	61	Less
	Total			2322	

b. Students Writing Ability Taught Without using Comic Strips
TABLE IV.4

**1) The Recapitulation of Pre-test of Control Group at the Second Year
 Students of SMP 1 Muhammadiyah Pekanbaru**

No	Students	Score		Final score	Category
		Rater 1	Rater 2		
1	Students 1	64	55	59	Enough
2	Students 2	41	43	42	Less
3	Students 3	53	57	55	Less
4	Students 4	58	53	55	Less
5	Students 5	51	54	52	Less
6	Students 6	43	41	42	Less
7	Students 7	51	54	52	Less
8	Students 8	54	52	53	Less
9	Students 9	57	51	54	Less
10	Students 10	44	47	45	Less
11	Students 11	45	46	45	Less
12	Students 12	67	64	65	Enough
13	Students 13	55	58	56	Enough
14	Students 14	41	47	44	Less
15	Students 15	44	50	47	Less
16	Students 16	38	45	41	Less
17	Students 17	41	49	45	Less
18	Students 18	41	46	43	Less
19	Students 19	60	56	58	Enough
20	Students 20	43	51	47	Less
21	Students 21	41	49	45	Less
22	Students 22	41	50	45	Less
23	Students 23	47	54	50	Less
24	Students 24	40	47	43	Less
25	Students 25	32	39	34	Fail
26	Students 26	37	44	45	Less
27	Students 27	47	45	46	Less
28	Students 28	45	51	48	Less
29	Students 29	48	48	48	Less
30	Students 30	47	56	51	Less
31	Students 31	49	49	49	Less
32	Students 32	47	45	46	Less
33	Students 33	49	54	51	Less
34	Students 34	57	60	58	Enough
35	Students 35	39	47	43	Less
36	Students 36	57	51	54	Less
37	Students 37	41	48	44	Less
38	Students 38	57	49	53	Less
39	Students 39	49	52	50	Less
	Total			1903	

TABLE IV.5

**2) The Recapitulation of Post-test of Control Group at the Second Year
Students of SMP 1 Muhammadiyah Pekanbaru**

No	Students	Score		Final score	Category
		Rater 1	Rater 2		
1	Students 1	60	67	63	Enough
2	Students 2	63	73	68	Enough
3	Students 3	60	51	55	Less
4	Students 4	55	56	55	Less
5	Students 5	62	64	63	Enough
6	Students 6	60	66	63	Enough
7	Students 7	61	67	64	Enough
8	Students 8	55	60	57	Enough
9	Students 9	55	50	55	Less
10	Students 10	62	67	64	Enough
11	Students 11	63	52	58	Enough
12	Students 12	64	69	66	Enough
13	Students 13	67	73	70	Enough
14	Students 14	44	44	44	Less
15	Students 15	61	55	58	Enough
16	Students 16	61	56	58	Enough
17	Students 17	44	51	47	Less
18	Students 18	54	63	58	Enough
19	Students 19	62	73	67	Enough
20	Students 20	59	63	61	Enough
21	Students 21	40	46	43	Less
22	Students 22	41	46	43	Less
23	Students 23	56	65	60	Enough
24	Students 24	40	47	43	Less
25	Students 25	51	57	54	Less
26	Students 26	58	54	56	Enough
27	Students 27	54	58	56	Enough
28	Students 28	46	60	52	Less
29	Students 29	45	47	46	Less
30	Students 30	52	60	51	Less
31	Students 31	50	49	49	Less
32	Students 32	62	60	61	Enough
33	Students 33	63	58	60	Enough
34	Students 34	71	70	70	Enough
35	Students 35	56	51	53	Less
36	Students 36	48	54	51	Less
37	Students 37	58	63	60	Enough
38	Students 38	52	46	49	Less
39	Students 39	52	59	55	Less
	Total			2206	

c. Differences on Students Writing Ability Taught and Without using Comic Strips

TABLE IV.6

The Score of the Students Ability at the Second Year of SMP 1 Muhammadiyah Pekanbaru

No	Experimental Group		No	Control Group	
	Pre-test	Post-test		Pre-test	Post-test
1	44	79	1	59	63
2	50	79	2	42	68
3	38	54	3	55	55
4	44	72	4	55	55
5	44	80	5	52	63
6	43	63	6	42	63
7	44	65	7	52	64
8	37	63	8	53	57
9	53	72	9	54	55
10	57	70	10	45	64
11	51	65	11	45	58
12	57	78	12	65	66
13	48	63	13	56	70
14	46	64	14	44	44
15	52	47	15	47	58
16	52	64	16	41	58
17	52	70	17	45	47
18	35	69	18	43	58
19	56	54	19	58	67
20	51	53	20	47	61
21	52	75	21	45	43
22	53	84	22	45	43
23	57	52	23	50	60
24	49	67	24	43	43
25	56	73	25	34	54
26	56	45	26	45	56
27	50	84	27	46	56
28	48	70	28	48	52
29	49	69	29	48	46
30	51	63	30	51	51
31	49	63	31	49	49
32	41	61	32	46	61
33	49	61	33	51	60
34	46	53	34	58	70
35	41	80	35	43	53
36	48	52	36	54	51
37	42	61	37	44	60
38			38	53	49
39			39	50	55
Total	1791	2437	Total	1903	2203

C. The Data Analysis

This section was presents the statistical result followed by the discussion about teaching by using Comic Strips towards students ability in writing narrative paragraph at the second year SPM 1 Muhammadiyah Pekanbaru. The data were divided into two group, they have experiment and control group score. The following statically formula was used to get the main score (M) and the standar deviation (SD). The result both of mean score and standar deviation were done by using formula:

$$M_x = \frac{\sum x}{N} \quad \text{The formula for experimental group}$$

$$M_y = \frac{\sum y}{N} \quad \text{The formula for control group}$$

The formula for the standard deviation

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad \text{The formula deviation for experimental group}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} \quad \text{The formula of deviation for control group}$$

TABLE IV.7

1. Mean and Standar Deviation of Pre-test

NO	SCORE		X	Y	X ²	Y ²
	X1	Y1				
1	44	59	4.41	-10.20	19.40	104.14
2	50	42	-1.6	6.79	2.54	46.17
3	38	55	10.41	-6.20	108.27	38.50
4	44	55	4.41	-6.20	19.40	38.50
5	44	52	4.41	-3.20	19.40	10.27
6	43	42	5.40	6.79	29.21	46.17
7	44	52	4.41	-3.20	19.40	10.27
8	37	53	11.40	-4.20	130.12	17.68
9	53	54	-4.59	-5.20	21.11	27.09
10	57	45	-8.59	3.79	73.87	14.40
11	51	45	-2.56	3.79	6.73	14.40
12	57	65	-8.59	-16.20	73.87	262.61
13	48	56	0.40	-7.20	0.16	51.91
14	46	44	2.41	4.76	19.40	22.91
15	52	47	-3.59	1.79	12.92	3.22
16	52	41	-3.59	7.79	12.92	60,75
17	52	45	-3.59	3.79	12.92	14.40
18	35	43	13.40	5.79	179.70	3.58
19	56	58	-7.59	-9.20	57.67	84.73
20	51	47	-2.56	1.79	6.73	29.31
21	52	45	-3.59	3.79	12.92	14.40
22	53	45	-3.59	3.79	21.11	3.58
23	57	50	-8.59	-1.20	73.87	84.13
24	49	43	0.59	5.79	0.35	3.22
25	56	34	-7.59	14.79	57.67	218.88
26	56	45	-7.59	3.79	57.67	17.70
27	50	46	-1.6	2.79	2.54	7.81
28	48	48	0.40	0.79	0.16	0.63
29	49	48	0.59	0.79	0.35	0.35
30	51	51	-2.56	-2.20	6.73	4.86
31	49	49	0.59	-0.20	0.35	0.04
32	41	46	7.40	2.79	54.84	7.81
33	49	51	0.59	-2.20	0.35	0.04
34	46	58	2.41	-9.20	19.40	84.64
35	41	43	7.40	5.79	54.84	33.52
36	48	54	0.40	-5.20	0.16	27.09
37	42	44	6.41	4.79	41.01	22.91
38		53		-4.20		17.68
39		50		-1.20		1.45
Total	1791	1903			1229,95	2318,04

TABLE IV. 8
2. Table Mean and Standard Deviation of Post-test

No	Score		X	Y	X2	Y2
	X1	Y1				
1	79	63	-19.14	-6.43	172.65	41.34
2	79	68	-18.14	-11.43	172.65	130.6
3	54	55	1.86	1.56	40.65	2.43
4	72	55	-6.14	1.56	37.69	2.43
5	80	63	-14.14	-6.43	199.94	41.34
6	63	63	2.86	-6.43	3.45	41.34
7	65	64	0.86	-7.43	0.86	55.20
8	63	57	2.86	-0.43	8.17	0.18
9	72	55	-6.14	1.56	37.69	2.43
10	70	64	-4.14	-7.43	17.13	55.20
11	65	58	0.86	-1.43	0.46	2.04
12	78	66	-12.14	-9.43	147.37	85.3
13	63	70	2.86	-13.43	8.17	180.36
14	64	44	1.86	12.56	3.45	157.75
15	47	58	2.86	-1.43	355.69	2.04
16	64	58	1.86	-1.43	3.45	2.04
17	70	47	-4.14	9.56	17.13	91.39
18	69	58	-3.14	-1.43	9.45	2.04
19	54	67	1.86	-10.43	40.65	108.78
20	53	61	12.86	-4.43	165.37	19.62
21	75	43	-9.14	13.56	83.53	183.87
22	84	43	-18.14	13.56	329.05	183.87
23	52	60	13.86	-3.43	192.23	11.76
24	67	43	-1.14	13.56	1.29	183.87
25	73	54	-7.14	2.56	50.97	6.55
26	45	56	20.86	0.56	435.13	0.31
27	84	56	-18.14	0.56	329.05	0.31
28	70	52	-4.14	4.56	17.13	20.79
29	69	46	-3.14	10.56	9.85	111.51
30	63	51	2.86	5.56	8.17	30.91
31	63	49	2.86	7.56	8.17	57.15
32	61	61	4.86	-4.43	23.61	19.62
33	61	60	4.86	-3.43	23.61	11.76
34	53	70	12.86	-13.43	165.37	180.36
35	80	53	-14.14	3.56	199.94	12.67
36	52	51	13.86	5.56	192.23	30.91
37	61	60	4.86	-3.43	23.61	11.76
38		49		7.56		11.76
39		55		1.56		2.43
Total	2437	2203			2526.34	2096.02

3. Differences on Students Writing Ability Taught and Without Using Comic Strips

TABLE IV.9
Mean Standar Deviation

	Experiment Group		Control Group	
	Pre- test	Post- test	Pre-test	Post-test
M	48.40	65.86	48.79	56.48
Sd	14,35	8.26	7,76	7.33
The Percentage	39.1%		18.60%	

Based on above, it can be seen that there is a difference of the mean score, the standar deviation and the percentage between experiment group and control groups, where the percentage of the pre- test to post-test of experiment group increasing 51% while the percentage from pre-test to post- test of control groups was increasing 6.3% .

$$M_x = \frac{\sum x}{N} = \frac{2437}{37} = 65.86$$

$$M_y = \frac{\sum y}{N} = \frac{2203}{39} = 56.48$$

$$SD_x = \frac{\sqrt{2526.34}}{37} = \sqrt{68.27} = 8.26$$

$$SD_y = \frac{\sqrt{2096.02}}{39} = \sqrt{57.74} = 7.33$$

$$\begin{aligned}
 T_o &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{65.86 - 56.48}{\sqrt{\left(\frac{8.26}{\sqrt{37-1}}\right)^2 + \left(\frac{7.33}{\sqrt{39-1}}\right)^2}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{9.38}{\sqrt{\left(\frac{826}{\sqrt{36}}\right)^2 + \left(\frac{733}{\sqrt{38}}\right)^2}} \\
&= \frac{9.38}{\sqrt{\left(\frac{8.26}{5}\right)^2 + \left(\frac{7.33}{6.16}\right)^2}} \\
&= \frac{9.38}{\sqrt{(1.40)^2 + (1.18)^2}} \\
&= \frac{9.38}{\sqrt{1.86 + 1.39}} \\
&= \frac{9.38}{\sqrt{3.28}} \\
&= \frac{9.38}{1.81} \\
&= 5.18
\end{aligned}$$

The t computed was 5.18 so it means H_0 is rejected and H_a is accepted, because t obtained was bigger than t_{n-1} , in other words, there is a significance effect of comic strips use toward students' ability in writing narrative paragraphs at the second year students' of SMP 1 Muhammadiyah Pekanbaru.

By observing the data analysis, it can be described that the coefficient of T-test is 5.18. To prove whether there is significance effect or not at 5% grade of significance, or at the 1% grade of significance. The level of T-test = 5.14 the score can be comparing with the degree of freedom (df). Then to get the level of df the following formula was used:

$$Df = (N_1 + N_2) - 2$$

$$= (37 + 39) - 2$$

$$= 76 - 2$$

$$= 74$$

The percentage of freedom was 74. The table at the 5% grade of significance = 2.00, while the level of significance 1% = 2.65, so we can analyze that t was higher than T-table in 5% and 1%. Or in other words we can read that $2.00 < 5.14 > 2.65$.

Based on score above, the writer can conclude that the first hypothesis was be accepted and it means that there a significance effect of using comic strips towards students ability in writing narrative paragrap at the second year students of SMP 1 muhammadiyah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on research finding, it was found that, the students writing ability taught by using comic strips is better than taught without using comic strips. So, it can be concluded that there is a significant effect of using comic strips towards students ability in writing narrative paragraphs of the second year students at junior high school Muhammadiyah 1 Pekanbaru it is provided by finding t_o which greater than t_{table} . It means that H_o is rejected while H_a is accepted.

B. Sugestion

Suggestion for the teacher

1. Based on the research the conclusion writer hopes that English teacher should choose the effective methods in teaching English. It purposes to increase students' interest in the class. The teachers are hoped to use the varision media in other to make the students will not feel bored and they will think that English language is not difficult to learn.
2. Since the implementation of comic strips the teaching English has provided a significantce different from students writing ability. So hopefully the teacher of English in SMP Muhammadiyah 1 Pekanbaru should using different techniques in teaching and learning proses.
3. Teacher should rise up the students' interest in the class.

4. The teacher should be creative in the process of teaching and learning for example by using various techniques.

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